

Cain Elementary

607 First Street
Darlington, South Carolina 29532

Grades	K-3 Elementary School	
Enrollment	465 Students	
Principal	Wanda Odom	843-398-2450
Superintendent	Dr. Rainey Knight	843-398-5200
Board Chair	Mr. Warren Jeffords	843-326-5970

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	13	57	27	0

IMPROVEMENT RATING

AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Excellent	N/A
2003	Good	Excellent	Yes
2004	Average	Average	Yes
2005	Average	Average	Yes

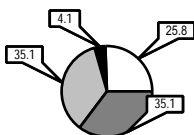
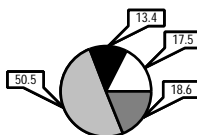
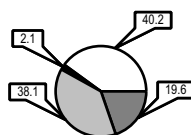
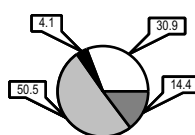
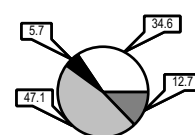
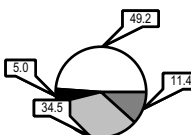
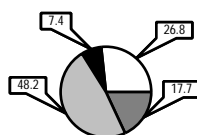
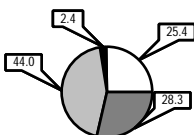
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

100.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	101	100.0	25.8	35.1	35.1	4.1	47.4	Yes	Yes
Gender									
Male	56	100.0	35.2	37.0	24.1	3.7	33.3		
Female	45	100.0	14.0	32.6	48.8	4.7	65.1		
Racial/Ethnic Group									
White	35	100.0	12.1	30.3	48.5	9.1	60.6	I/S	I/S
African American	63	100.0	34.4	39.3	26.2	0.0	37.7	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	81	100.0	20.5	32.1	42.3	5.1	56.4		
Disabled	20	100.0	47.4	47.4	5.3	0.0	10.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	101	100.0	25.8	35.1	35.1	4.1	47.4		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	100	100.0	26.0	35.4	34.4	4.2	46.9		
Socio-Economic Status									
Subsidized meals	83	100.0	30.4	38.0	30.4	1.3	40.5	Yes	Yes
Full-pay meals	18	100.0	5.6	22.2	55.6	16.7	77.8		

Mathematics – State Performance Objective = 36.7%									
All Students	101	100.0	17.5	50.5	18.6	13.4	51.5	Yes	Yes
Gender									
Male	56	100.0	24.1	48.1	16.7	11.1	50.0		
Female	45	100.0	9.3	53.5	20.9	16.3	53.5		
Racial/Ethnic Group									
White	35	100.0	12.1	42.4	33.3	12.1	51.5	I/S	I/S
African American	63	100.0	21.3	57.4	11.5	9.8	49.2	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	81	100.0	7.7	52.6	23.1	16.7	62.8		
Disabled	20	100.0	57.9	42.1	0.0	0.0	5.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	101	100.0	17.5	50.5	18.6	13.4	51.5		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	100	100.0	17.7	51.0	18.8	12.5	51.0		
Socio-Economic Status									
Subsidized meals	83	100.0	20.3	53.2	15.2	11.4	49.4	Yes	Yes
Full-pay meals	18	100.0	5.6	38.9	33.3	22.2	61.1		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	101	100.0	40.2	38.1	19.6	2.1	21.6
Gender							
Male	56	100.0	42.6	44.4	11.1	1.9	13.0
Female	45	100.0	37.2	30.2	30.2	2.3	32.6
Racial/Ethnic Group							
White	35	100.0	30.3	42.4	27.3	0.0	27.3
African American	63	100.0	47.5	37.7	13.1	1.6	14.8
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	81	100.0	29.5	43.6	24.4	2.6	26.9
Disabled	20	100.0	84.2	15.8	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	101	100.0	40.2	38.1	19.6	2.1	21.6
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	100	100.0	40.6	38.5	18.8	2.1	20.8
Socio-Economic Status							
Subsidized meals	83	100.0	45.6	38.0	15.2	1.3	16.5
Full-pay meals	18	100.0	16.7	38.9	38.9	5.6	44.4

Social Studies							
All Students	101	100.0	30.9	50.5	14.4	4.1	18.6
Gender							
Male	56	100.0	38.9	44.4	13.0	3.7	16.7
Female	45	100.0	20.9	58.1	16.3	4.7	20.9
Racial/Ethnic Group							
White	35	100.0	21.2	60.6	15.2	3.0	18.2
African American	63	100.0	37.7	45.9	11.5	4.9	16.4
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	81	100.0	20.5	56.4	17.9	5.1	23.1
Disabled	20	100.0	73.7	26.3	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	101	100.0	30.9	50.5	14.4	4.1	18.6
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	100	100.0	31.3	50.0	14.6	4.2	18.8
Socio-Economic Status							
Subsidized meals	83	100.0	32.9	50.6	12.7	3.8	16.5
Full-pay meals	18	100.0	22.2	50.0	22.2	5.6	27.8

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	124	100.0	22.9	36.4	39.0	1.7	40.7
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	101	100.0	25.8	35.1	35.1	4.1	39.2
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	124	100.0	30.5	39.8	18.6	11.0	29.7
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	101	100.0	17.5	50.5	18.6	13.4	32.0
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	101	100.0	40.2	38.1	19.6	2.1	21.6
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	101	100.0	30.9	50.5	14.4	4.1	18.6
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 465)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	2.7%	Down from 4.9%	3.4%	3.0%
Attendance rate	96.5%	Down from 96.8%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.0%	Up from 4.8%	4.0%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	5.9%	Up from 4.8%	3.6%	3.2%
Eligible for gifted and talented	0.9%	Down from 4.7%	8.7%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.2%	Up from 7.6%	8.6%	8.2%
Older than usual for grade	0.9%	No change	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 31)				
Teachers with advanced degrees	58.1%	Up from 51.6%	48.0%	52.6%
Continuing contract teachers	93.5%	Up from 90.3%	85.0%	83.3%
Highly qualified teachers	90.0%	Down from 100.0%	94.1%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	90.4%	Down from 91.2%	86.3%	87.0%
Teacher attendance rate	94.9%	Up from 93.1%	94.9%	95.0%
Average teacher salary	\$41,810	Down 2.3%	\$41,172	\$41,703
Prof. development days/teacher	14.7 days	Up from 14.4 days	13.0 days	12.8 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	21.2 to 1	Up from 20.3 to 1	18.6 to 1	18.8 to 1
Prime instructional time	90.1%	Up from 88.4%	89.6%	89.8%
Dollars spent per pupil*	\$6,006	Down 2.2%	\$6,406	\$6,242
Percent of expenditures for teacher salaries*	67.1%	Down from 68.3%	65.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.7%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	97.8%		89.4%	
Highly qualified teachers in high poverty schools	95.8%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

J. L. Cain continues to be a "School of Champions." We believe that every child can excel at Cain Elementary academically, aesthetically and socially. The faculty and staff have created an environment that is student centered, challenging, engaging, stimulating, and informative. We incorporate our parents, community members, and the School Improvement Council as educational partners in the learning process of our students. Parents and community members are involved through workshops, PTO meetings, committee meetings, newsletters, conferences, and special events.

At J. L. Cain Elementary we envision our students as high achievers. It is our goal to provide the necessary tools that our students need in order to achieve and succeed. The focus of our curriculum is balanced literacy, problem solving, higher order thinking skills, technology integration, literacy groups, writing, collaborative learning, math spiraling, preventive discipline, character education, Thinking Maps, and mastery of the South Carolina standards. Our goal is to teach, serve, challenge, nurture, and empower each student to succeed and make a difference. We also provide opportunities for students to participate in extra activities such as: chorus, art club, book club, after-school program, field trips, field day, May Day activities, musical performances, and computer lab. Character Education programs are planned as well as inviting motivational speakers and artists in residence. These activities help our students to become well-rounded learners for life.

J. L. Cain is a Title 1 school that provides professional growth for the faculty and staff through staff development. Many staff development opportunities have been provided throughout this year to enhance the teaching of reading, writing, and math. Teachers are encouraged to use only research-based best practice strategies.

Our students, parents, and staff participated in several service-learning projects this year in pursuit of the goal of helping each other to become productive, caring citizens. Some of the projects include: collecting canned goods and clothes for needy families; collecting cans for the burn center; raising over \$500 for the tsunami victims; visiting the nursing home; Math-A-Thon; and Samaritan's Purse. We also participated in the Governor's Citizenship Award, the Governor's Reading Program, Students Taking A Stand Against Drugs, Terrific Kids, district-wide art contest, and Jump Rope for Heart.

J.L. Cain is committed to recognizing and meeting the unique and diverse academic and social needs of each student. We will continue to build a school environment that reflects enthusiasm for learning.

Wanda Odom, Principal

Brandy Norwood, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	32	71	45
Percent satisfied with learning environment	96.9%	88.2%	88.1%
Percent satisfied with social and physical environment	81.3%	94.2%	81.4%
Percent satisfied with school-home relations	87.5%	91.2%	74.4%

*Only students at the highest elementary school grade level at this school and their parents were included.